

Common Core Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

College and Career Readiness (CCR) Anchor Standard	Standard: RI.9-10.5 - Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
<p>R.CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p><u>Questions to Focus Learning</u></p> <p>How can an author develop an idea through text structure? How do authors manipulate sentences, paragraphs, sections, and chapters to enhance the meaning of the text?</p> <p>Skilled readers know an author's deliberate use of text structure helps to develop the topic as well as reveal nuances and/or deeper meaning of a text.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <ul style="list-style-type: none"> a. I know what defines a sentence, paragraph, section, or chapter in a complex text (e.g., conceit, hyperbole, paradox, trope, and stream of consciousness). b. I know how text structure reflects the purpose of a text (e.g., chronological, functional, compare/contrast, cause/effect, problem/ solution.). c. I know how and why an author deliberately structures information to present a topic or claim. <p><i>Reasoning Targets</i></p> <ul style="list-style-type: none"> a. I can analyze how an author uses diction and syntax to develop ideas and/or claims. b. I can analyze how text structure develops and defines an author's ideas or claims. c. I can analyze text structure for its effectiveness in presenting an author's ideas or claims. d. I can analyze the way an idea or claim is revealed through syntax, paragraphs, and/or larger portions of text (e.g., a section or chapter).

Vocabulary

Claim: a statement that asserts a belief or truth. In arguments, most claims require supporting evidence (Everything's an Argument, 2007).

Conceit: a figure of speech involving an elaborate and often surprising comparison between two apparently highly dissimilar things, often in the form of an extended metaphor (The Bedford Glossary of Critical and Literary Terms, 2009).

Exposition: the setting forth of a systematic explanation of or argument about any subject; or the opening part of a play or story, in which we are introduced to the characters and their situation, often by reference to preceding events (Oxford Dictionary of Literary Terms, 2008).

Hyperbole: use of overstatement for special effect (Everything's an Argument, 2007).

Paradox: a statement that seems self-contradictory or nonsensical on the surface but that, upon closer examination, may express an underlying truth (The Bedford Glossary of Critical and Literary Terms, 2009).

Stream of consciousness: in psychology, the continuous flow of past and present experience through the conscious mind; in literature, a narrative mode rendering an individual's subjective, ongoing, and often jumbled mental observation and commentary (The Bedford Glossary of Critical and Literary Terms, 2009).

Text Structure: The way authors organize information in text (e.g., cause/effect, problem/solution, persuasive, etc.).

Trope: a figure of speech that involves a change in the usual meaning or signification of words, such as metaphor, simile, and analogy (Everything's an Argument, 2007).

Teacher Tips

[Speech Bank](#) - Bank of famous American speeches to analyze claims and ideas.

	<p><u>Vertical Progression</u></p> <p>RI.K.5 - Identify the front cover, back cover, and title page of a book.</p> <p>RI.1.5 - Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>RI.2.5 - Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.4.5 - Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.5.5 - Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>RI.6.5 - Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>RI.7.5 - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>RI.8.5 - Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>RI.11-12.5 - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>
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The above information and more can be accessed for free on the [Wiki-Teacher](#) website.

Direct link for this standard: [RI.9-10.5](#)